



Positive Behaviour Support Policy

Lead: Sharon Jenkins
Approved: Autumn 2019
To be reviewed: Autumn 2021

Ysgol Plas Brondyffryn Positive Behaviour Support Policy

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Ages 14 – 19

Gerddi Glasfryn – Residential Site

Please note that whenever the terms Brondyffryn or School appear they are therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Aims

At Ysgol Plas Brondyffryn we are committed to the implementation of a school-wide model of Positive Behaviour Support (PBS) in order to reduce any barriers to learning that may be caused by behaviours of concern. We expect all members of staff to:

- Foster warm and positive relationships with pupils
- Have positive expectations of all pupils
- Be calm, consistent and, where necessary, assertive in their approach
- Support pupils to engage and develop self-regulation skills

- Be proactive in providing supports such as visual strategies and teaching new skills
- Provide differentiated learning experiences
- Consistently reward appropriate behaviours
- Work as a team to support each other with responsibility for the behaviour of all pupils

4. What is PBS?

Positive Behaviour Support emphasises the creation of an environment that supports the learning of new skills by minimising the impact of behaviours of concern. These behaviours can be defined as 'behaviour of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.' (Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, 2007).

The intention is to achieve this by employing autism specific strategies, establishing positive expectations and reinforcing positive behaviours. The success of this approach is measured in terms of the individual's quality of life, access to the community and opportunities rather than simply a reduction in the incidence of behaviours of concern. The range of techniques employed is therefore very wide, encompassing the analysis of an individual's needs (including sensory, communication and behaviour), the teaching of coping and tolerance skills and the development of communication, independence and social skills. Alongside this is the requirement for all staff to develop skills of recognizing cues and triggers for behaviour and the ability to reassure, divert and calm a pupil rather than confront and potentially escalate a situation.

5. The 5P Approach

At Ysgol Plas Brondyffryn we have decided to adopt the 5P Approach as a framework for the way we apply our PBS system. The 5P Approach was developed by Linda Miller, an educational psychologist with a specialism in autism and behaviour. It adopts a preventative and positive approach to intervention and provides a clear, structured and practical framework to meet an individual's needs and to understand, prevent and manage behaviour change. The 5Ps of the title are: Profiling, Prioritising, Problem Analysis, Problem Solving and Planning.

Underpinning the 5P Approach philosophy is the view that maintaining positive wellbeing and meeting individual's needs (being in the GREEN Zone) is the key to preventing behaviour issues from arising. The 5P Approach uses the distinctive GREEN, AMBER & RED traffic light colours to distinguish between levels of behaviour and places the emphasis on using different strategies at the different levels.

The First P – Profiling

Using the 5P Approach therefore begins by establishing solid foundations (the GREEN zone) - creating an approach and environment which meets individuals' needs and where behaviour issues are at a minimum. This places an emphasis on understanding the individual really well and then creating a personalized plan (an Individual Green Zone) to ensure their needs are met.

The Second P – Prioritising

Any behaviours exhibited by the pupil are then placed in a hierarchy colour coded green, amber or red.

This then leads on to analysing the factors influencing any behaviours of concern and identifying what can be done to make a positive and permanent change; this could be described as 'tackling the tricky bits'.

The Third P – Problem Analysis

The Fourth P – Problem Solving

The Fifth P - Planning

These stages focus on working out what is happening, why it is happening and working out what to do about it.

At Amber this involves dealing with 'bubbling' behaviours (cues for what they are about to do) and teaching new functionally equivalent behaviours that allow the individual to obtain the outcome that the problem behaviour provided, but in a more adaptive and socially acceptable manner. This may involve distraction and diversion, visual, verbal or physical prompts.

When working on any Red behaviours (things they have done, such as self-injury, kicking, hitting, and damaging property) the intervention includes a clear signal to stop the behaviour and again the teaching of appropriate skills and strategies. When a successful intervention is found, these skills and strategies are then added to the pupil's Green Zone to be continuously rewarded and reinforced and become part of how everyone works successfully with the child.

6. Inclusion Team

Within each site the assistant headteacher has overall responsibility for the wellbeing of the pupils, but the school has also established an effective Inclusion Team with representatives on each site who specialize in Speech and Language Therapy, Sensory Needs, Behaviour and Therapeutic approaches. These higher level teaching assistants have received a range of extra training in one or more of these areas and have both a proactive and reactive role. They are non-class based and available to support staff throughout the day, but there is also a referral process for teachers and TAs to request specific support for a particular pupil. These referrals are made through the AHT on site and an assessment is made regarding which of the four pathways (SALT, Sensory, Behaviour or Therapeutic) is most appropriate; in practice, there is often work to be done in more than one area, and the team members work closely together to provide this. The support provided by the Inclusion Team is highly valued by class teams.

7. Safeguarding

For a detailed description of safeguarding procedures, please see the school's Safeguarding Policy. It is important for staff to be aware that changes in presenting behaviours could be an indication that a child has been subject to abuse and any concerns should be immediately passed on to the designated safeguarding lead.

Staff also need to be mindful of their own safety, particularly when working with an individual in a 1:1 setting away from other staff. Such situations should be carefully assessed to take into account how help would be summoned in the event of a medical or behavioural emergency and how the possibility of misunderstandings and erroneous allegations could be minimised. Staff should aim to:

- Work within line of sight of a colleague
- Work within earshot of another colleague
- Work in areas that are open to frequent "traffic" (e.g. a corridor)
- Avoid working in isolation behind closed doors
- Avoid working in an isolated part of the building
- Avoid working in a secluded or unsecured area of the school grounds
- Have an "exit" route planned if a situation should suddenly deteriorate
- Have a means of summoning help (e.g. access to a walkie talkie) if it is needed

8. Recording and Reporting

All recording of behaviour data is handled by the Behaviour Watch system, which can be accessed by all staff members. This allows the recording of Significant Incidents, e-Safety Incidents, File Notes and any safeguarding concerns. The record of an incident includes a clear description of the events, staff involved, any injuries or restrictive physical intervention that occurred and a comment from SLT. This well-supported online system can provide a wealth of data from these reports, which allows SLT to monitor, for example, individual pupils, types of incidents or behaviour, classes, cohorts or sites and trends. This information is regularly monitored and forms the basis for reporting to governors.

The system records the information for the different phases of the 5P Approach; as forms are automatically time-stamped staff can always be confident they are looking at the most up to date version of a form. Behaviour Support Plans (BSPs) and Individual Reactive Strategy (IRS) documents can also be uploaded as well as referrals to the Inclusion Team and to outside agencies or professionals such as counselling, social services or occupational therapy. An IRS will be completed and discussed and agreed with parents for any pupil for whom a planned restrictive physical intervention response is considered necessary due to the level of foreseeable risk attached to their behaviour.

Any incidents involving restrictive physical intervention will also be recorded immediately in the Physical Intervention Bound Books found on each site. Parents are informed on the day if restrictive physical intervention has taken place. For further information regarding restrictive physical intervention see separate policy.

9. Training

Many pupils at YPB with autism and complex learning disabilities experience difficulties in monitoring and regulating their own behaviour, and our staff require a range of skills to meet these every day challenges. To this end, we recognise the importance of CPD and aim to provide staff with induction and INSET training to support them to fulfil their professional duties effectively. This includes:

- Timian training and annual refreshers. This is an approach to behaviour management and physical interventions that is accredited by the British Institute of Learning Disability (BILD) Physical interventions Accreditation Scheme.

- Positive Behaviour Support training
 - 5P Approach training
 - Members of the Inclusion Team undertake extended training in relevant areas.
- This includes becoming accredited trainers in the 5P Approach.

10. Relevant policies

This policy should be read in conjunction with the following policies:

Absconson Policy

Autism Spectrum Condition Policy

E- Safety Policy

Exclusions Policy

Rewards and Sanctions Policy

Safeguarding Policy

Special Educational Needs Policy

Sensory Policy

Use of Restrictive Force and Physical Restraint Policy

Policy approved: Autumn 2019

To be reviewed: Autumn 2022

Wellbeing Impact Assessment completed

A Wellbeing Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

October 2014

Appendix 1

Gerddi Glasfryn Home Visit

Information for Parents/Carers

- Admission Process: outline of procedures
- Parents'/Carers' Handbook
- Gerddi Glasfryn Children's/Young Person's Guide
- 'Join us' Children's/Young Persons' Booklet
- Statement of Purpose
- Clothing list and sundry requirements
- Positive Behaviour and Physical Intervention Policy
- Medication Policy
- Contact Arrangements and Restrictions
- CSSIW/Child Protection
- LAC/CIN Report from Social Worker

Information gathered for Gerddi Glasfryn

- Information for Support Carers
- Admission Form
- Contact Information for Parents/Carers
- Health Care Plan
- Request for Administration of Medication Form
- Current Medication Consent Forms
- Emergency Medication Consent Form
- Consent for use of Walkabout Baby Monitor
- Routine Off-site Visits Consent Form
- Sun Protection Consent Form
- Weight/Height Measurement Consent Form